

**April 2010**

# **DISABILITY EQUALITY SCHEME**

**School name: Holmesdale Infant School**

**3-year period covered by the scheme: 2010 – 2013**



## **Introduction**

Duties under Part 5A of the DDA require the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
- prepare and publish a disability equality scheme to show how they will meet these duties.

This scheme and the accompanying action plans set out how the governing body will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

This scheme incorporates the school's plans to increase access to education for disabled pupils.

## **1: Starting points**

### **1.1: The purpose and direction of the school's scheme**

The General Duty

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act;
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

Accessibility Plan Vision / Values

Holmesdale Infant School is a fully inclusive school. There is equality of opportunity for all pupils to access all aspects of the Curriculum, to take

part in any extra curricular activities and to participate in the full life of the school.

We aim to meet the individual needs of all pupils by providing a stimulating and balanced curriculum to enable all children to achieve their full potential.

We recognise the individual needs of all pupils and ensure that all pupils' needs are catered for. Where pupils have additional needs staff work closely with outside agencies and undertake specialist training e.g. Autism, Lifting and handling.

Specialist learning resources are bought and structural changes have been made to improve the learning environment, e.g. ramps and lifting apparatus to steps.

The school works in partnership with parents, pupils and governors to provide a supportive, integrated learning environment for all pupils.

All staff collaborate in accessibility data collection. Parents of disabled pupils contribute to the scheme through regular meetings with key staff. Pupils contribute to the scheme through personal consultation, Orange and chocolate biscuit club and School Council meetings.

## **1.2: Involvement of disabled pupils, staff and parents**

Involving disabled people is a requirement of a scheme and brings real benefits in terms of;

- Providing insights into the barriers faced by disabled pupils, staff and parents
- Developing expertise in identifying ways to overcome these barriers
- Improving working relationships between schools and disabled pupils, staff and parents.

We have supportive parents as evidenced by 100% attendance at parents' evenings; it is on these occasions that we receive most feedback. We collect views from parents and carers at all school events.

Parents and carers are consulted through questionnaires and asked to comment on how they feel their children's needs are being met. They are also asked if there are any other reasonable adjustments the school could make.

School reports give opportunities for parents to make comments and we encourage parents to contact the school at any time should issues arise.

We also receive valuable feedback from parents of children with statements of SEN via the annual review process.

The views of disabled pupils are sought through regular discussion with key staff and parents.

Parents of disabled pupils are invited in to school to discuss issues and implications for their child with all staff. This is done through staff meetings and review meetings.

The school nurse is invited into school to train all staff in emergency medical procedures for identified children.

Medical practitioners are also invited into school to support parents and staff overcome any barriers.

### **1.3: Information gathering**

The school has 128 pupils on roll. There are 5 classes with pupil's ages ranging from 4 to 7 years. The school is predominantly white in terms of ethnicity with all pupils, except three speaking English as a first language.

3 pupils have a statement of Special Educational Needs. 2 pupils are on the SEN register at SA+ and 3 at SA.

The school is informed about pupils with additional needs who may be wishing to attend the school by the LA or by the feeder nurseries prior to the pupils starting the school.

The SENCO and Headteacher will meet with the nursery provider, the pupil and the parent to discuss transition planning.

The SENCO will also attend the annual review in the previous setting. The SENCO and class teacher will visit the pupil in the nursery setting in the term before starting the school. Visits to the school are made by pupils during the Summer term before they start.

Contact is also made with external agencies for data information and to discuss pupils' needs

Information is collected from regular meetings with outside agencies, review meetings, meetings with parents and pupils, and feeder nurseries; it is kept up to date by the SENCO. Information is also gathered from rigorous tracking of pupil progress. Pupils with Special educational needs are tracked by the SENCO to ensure progress against agreed targets.

Information on all pupils is shared at regular staff briefings and meetings with all school staff.

Medication – Care plans are in place for all pupils who need to take medication. All medication is kept under strict supervision of the class teacher. All staff has to be trained in administering medication. Parents have to sign a disclaimer to allow a member of staff to administer any medication. The policy on medication in school covers this in more detail.

Looked After Children – Currently there are no looked after children on roll. The school follows the LA policy on the education of Looked after children.

Child Protection/Safeguarding – Child protection arrangements are in place and regularly reviewed by Governors and the Leadership team. The designated members of staff are fully trained in child protection procedures.

Health and Safety – The school has regular health and safety checks by the Headteacher and Governor Representative. All staff are aware of the need to report issues of health and safety immediately to the Headteacher.

Behaviour and anti bullying policies – We aim to provide a safe and secure environment for all pupils and staff in the school. We treat bullying as a serious matter. Pupils are encouraged to report any incidents of bullying. Staff are particularly aware of bullying incidents in relation to pupils with a disability and it is dealt with immediately.

The school is equipped with lifting gear for the only set of stairs in side the building, a disabled toilet, a ramp inside the school. This enables full access for wheelchairs to all areas in and around the school.

Holmesdale Infant School defines Disability in line with the current definitions in the Disability Discriminations Act (DDA). This means that is this school we define Disability as:

‘A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.’

Definition of the terms:

- ‘physical impairment’ includes sensory impairments;
- ‘mental impairment’ includes learning difficulties and an impairment resulting from or consisting of a mental illness;
- ‘substantial’ means ‘more than minor or trivial’; and
- ‘long-term’ is defined as 12 months or more.

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person’s ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

In our school the following adjustments are made to support school users who have a disability:

- a) Differentiated planning and appropriate changes made to the learning and teaching environment.
- b) The deployment and timetabling of learning support assistants
- c) Staff information and appropriate training

Our current disabled population is: 15.7%

<b><i>Disability</i></b>	<b><i>%</i></b>
<i>Mobility</i>	<i>7.3%</i>
<i>Manual dexterity</i>	<i>0</i>
<i>Physical co-ordination</i>	<i>0</i>
<i>Continence</i>	<i>0</i>
<i>Ability to lift, carry or otherwise move everyday objects</i>	<i>0.5%</i>
<i>speech, hearing or eyesight;</i>	<i>9.4%</i>
<i>Memory or ability to concentrate, learn or understand</i>	<i>5.7%</i>
<i>Perception of risk of physical danger</i>	<i>0</i>

### **Information Gathering Process for all schools users.**

We have gathered information from a number of sources.

- We have surveyed all current pupils, parents, carers and users of the school to gain their views on current provision and future aspirations.
- We have contacted local disabled peoples groups and asked for their views.
- We have discussed the issues with all feeder schools/ nursery providers in the area.
- We have jointly discussed access with other local schools and produced details of other local provision.

The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

In our school we look on the issue of someone not being able to access something because of a disability as being a problem with what is provided, not the person using the facility or accessing the provision, we would

encourage people to make their needs known to us so that we can ensure that they do have full access.

We will keep this Disability Equality Scheme up to date and involve members of the disabled community in the ongoing life of the plan. This will improve the quality of the information available when the plan is reviewed again in three years time.

- We have also gathered information about recruitment, development and retention of disabled employees.

We have reflected on the respective responsibilities of the school and the local authority and we have ensured that we are able to collect information on new staff through the recruitment process by requesting information about any additional needs on the application form and interview request letter. Making sure that any additional needs are catered for prior to starting in post.

We have discussed the need to have information on disability with current staff and have collected this information by discussion in individual staff interviews; accessibility data collection questionnaire and SEN staff meetings.

The information collected shows how disabled staff are represented amongst different groups of employees, at different levels of the school, and amongst those who leave the school.

### **Academic Year 2009-10**

#### *Mobility*

	<i>% In post</i>	<i>% Leavers</i>
<i>Management</i>	<i>0</i>	<i>0</i>
<i>AST</i>	<i>0</i>	<i>0</i>
<i>UPS</i>	<i>0</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>	<i>5%</i>
<i>Other</i>	<i>0</i>	<i>0</i>

#### *Manual Dexterity*

	<i>% In post</i>	<i>% Leavers</i>
<i>Management</i>	<i>0</i>	<i>0</i>
<i>AST</i>	<i>0</i>	<i>0</i>
<i>UPS</i>	<i>0</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>

*Physical Co-ordination*

	<i>% In post</i>	<i>% Leavers</i>
<i>Management</i>	<i>0</i>	<i>0</i>
<i>AST</i>	<i>0</i>	<i>0</i>
<i>UPS</i>	<i>0</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>

*Continence*

	<i>% In post</i>	<i>% Leavers</i>
<i>Management</i>	<i>0</i>	<i>0</i>
<i>AST</i>	<i>0</i>	<i>0</i>
<i>UPS</i>	<i>0</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>0</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>

*Ability to lift, carry or otherwise move everyday objects*

	<i>% In post</i>	<i>% Leavers</i>
<i>Management</i>	<i>0</i>	<i>0</i>
<i>AST</i>	<i>0</i>	<i>0</i>
<i>UPS</i>	<i>0</i>	<i>0</i>
<i>Main Scale</i>	<i>0</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>5%</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>0</i>	<i>0</i>

*Speech, hearing or eyesight*

	<i>% In post</i>	<i>% Leavers</i>
<i>Management</i>	<i>0</i>	<i>0</i>
<i>AST</i>	<i>0</i>	<i>0</i>
<i>UPS</i>	<i>0</i>	<i>0</i>
<i>Main Scale</i>	<i>5%</i>	<i>0</i>
<i>Teaching Assistant</i>	<i>5%</i>	<i>0</i>
<i>Clerical</i>	<i>0</i>	<i>0</i>
<i>Other</i>	<i>10%</i>	<i>0</i>



*Memory or ability to concentrate, learn or understand*

	<i>% In post</i>	<i>% Leavers</i>
<i>Management</i>	0	0
<i>AST</i>	0	0
<i>UPS</i>	0	0
<i>Main Scale</i>	0	0
<i>Teaching Assistant</i>	0	0
<i>Clerical</i>	0	0
<i>Other</i>	0	0

*Perception of risk or physical danger*

	<i>% In post</i>	<i>% Leavers</i>
<i>Management</i>	0	0
<i>AST</i>	0	0
<i>UPS</i>	0	0
<i>Main Scale</i>	0	0
<i>Teaching Assistant</i>	0	0
<i>Clerical</i>	0	0
<i>Other</i>	0	0

Holmesdale Infant School recognises the following benefits of a diverse workforce in our community.

- a) The development of a broad and inclusive curriculum
- b) The development of all aspects of school life
- c) A greater emphasis on school organisation, planning and provision

**Educational opportunities available to and the achievements of disabled pupils.**

Information about disabled pupils which is already available to the school comes from the admissions process for new starters, initial meetings with new parents, new parents admission forms which ask 'Does your child have any learning difficulty, medical condition or disability.' Outside agency intervention, transition meetings with nursery providers or SENCO meetings with previous schools.

Using the understanding of which pupils may count as disabled which we have established earlier in the scheme we have analysed this data against:

- the presence;
- participation; and
- achievements of disabled pupils.

Presence:

Our current disabled population is: 3.9%

<b><i>Disability</i></b>	<b><i>%</i></b>
<i>Mobility</i>	<i>1.5%</i>
<i>Manual dexterity</i>	<i>1.5%</i>
<i>Physical co-ordination</i>	<i>1.5%</i>
<i>Continence</i>	<i>0.7%</i>
<i>Ability to lift, carry or otherwise move everyday objects</i>	<i>1.5%</i>
<i>speech, hearing or eyesight;</i>	<i>0.7%</i>
<i>Memory or ability to concentrate, learn or understand</i>	<i>2.3%</i>
<i>Perception of risk of physical danger</i>	<i>0</i>

The table above shows our analysis of the Disabled population in our school. It shows:

- what % disabled pupils there are in the school;
- which impairment groups are represented in the school; and
- whether there are groups of disabled pupils who are not represented at the school.

This tells us that some pupils have more than one disability.

### **Participation:**

This part of the duty has the greatest implications and will constitute the main body of the plan. The plan aims to further develop a broad and inclusive view of the curriculum, extending beyond the classroom to all areas of school life, paying particular attention to school organisation, planning and provision.

As part of the whole school professional development, lessons and staff are observed and supported by the leadership team and SENCO to ensure that all pupils have full access to the full curriculum.

We have continued development, support and advice from external agencies such as SSEN, occupational therapists, Speech and language therapists and the Educational Psychologist.

The Leadership team ensure all staff within school have INSET and guidance on new policies, government initiatives and pupil needs.

The school has a good reputation for providing access to the full curriculum for all its pupils that many parents from out of the school's normal catchment area have chosen the school for their children.

Teachers and support staff plan together to provide differentiated planning in line with pupil assessments and IEP 'ensuring that pupils with additional needs are supported appropriately.

Specific arrangements are made for pupils with additional needs to access all visits and trips organised by the school and full risk assessments are carried out. We ensure that SENTA time is available

for all pupils with additional needs to access all forms of P.E and sport activities as well as extra curricular activities.  
All school policies reflect equal opportunities.  
The building and the grounds of the school offer full access to all areas, but issues with health and safety, storage and access to information for disabled pupils will form the major part of the plan.

From the analysis of the information we have collected about the participation of disabled pupils we have decided on the following priorities for the Disability Equality Scheme.

**Priority 1: To improve the outdoor area to enable access for all children around the school.**

**Priority 2: To improve visual cues for staff and children with low vision/hearing.**

From this analysis we have also decided that the following issues can be addressed by making reasonable adjustments.

Issue 1: Adequate storage space for storing additional specialist pupil equipment and materials.

Reasonable Adjustment: To purchase new storage cupboards in dining area for specific resources.

Issue 2: Provide specialist training for identified disabled pupils/staff.

Reasonable Adjustment: Book in specialist advice and training for key staff and purchase resources for both pupils and staff.

The achievements of disabled pupils:

We have analysed the achievements of our disabled pupils against the same success criteria we use for all our pupils including:

- Half termly assessments
- Foundation stage Entry profile data
- Foundation stage Profile results
- end of key stage outcomes;
- IEP and P scale evidence
- Tracking and target setting criteria
- Broader outcomes such as those set out in *Every Child Matters*.

From this analysis we have seen that some pupils benefit from specific targeted support.

**Our priority to address this is: To ensure that all staff are prepared/trained in supporting pupils/staff with specific needs**

## **Information on disabled parents, carers and others using the school.**

The school will promote disability equality for disabled people using the school by endeavouring to collect information on disabled parents, carers and others by:

- Asking about any disability or health condition in early communications with new parents and carers, emphasising the range of adjustments that can be made, such as pointing out wheelchair access points and appropriate responses for the visually or hearing impaired.
- Regularly review information held within school on parents and carers through surveys of parents' views and letters home about special events.

The school will remain sensitive at all times and encourage users of the school to disclose information relating to disability by emphasising the benefits and support available.

### **1.4: Impact assessment**

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which our school will assess the impact of our current policies will be by bringing together:

- the issues identified through the involvement of disabled pupils, staff and parents
- the information that the school holds on the disabled pupils, staff and parents.
- the review and evaluation of the School Improvement plan
- monitoring of the strategies for early identification and underachievement
- monitoring of the quality of learning and teaching

Over the lifetime of the scheme we will assess the impact of our current policies on disabled people. We will involve disabled people in prioritising what is to be looked at first. Impact assessment will be incorporated into the school's planned review and revision of existing policies and into the process of developing new policies.

### **2: Identifying the main priorities for your school's scheme and deciding your actions.**

The school Improvement plan (SIP) sets out priorities for improving the school curriculum and developing the learning community for all stakeholders. Therefore all priorities in the accessibility plan link directly to the SIP.

The priorities for the school's scheme have been set in the light of:

- analysis of the information that the school has gathered
- the messages that the school has heard from the disabled pupils, staff and parents who have been involved in the development of the scheme.

Priorities identified are about:

- improving information;
- Improving the involvement of disabled pupils, staff and parents.
- Improving the physical environment of the school

The actions we will take to promote equality of opportunity will address the six elements of the general duty:

### **Promoting equality of opportunity**

We are working proactively to make reasonable adjustments for disabled pupils at policy and whole school level, as well as for individual pupils, through this we promote equality of opportunity for disabled pupils and to secure their participation in every aspect of school life.

We have incorporated priorities from our accessibility plan into the scheme.

These are:

**Priority 1: To improve the outdoor area to enable access for all children around the school.**

**Priority 2: To improve visual cues for staff and children with low vision/hearing.**

**Priority 3: To ensure that all staff are prepared/trained in support of pupils and staff with specific needs.**

We have also added further priorities to add in respect of promoting equality of opportunity for:

disabled staff by making reasonable adjustments to the building or resources where necessary.

disabled parents, carers and others who use the school by requesting information on their needs in order to make reasonable adjustments for full access to all the school has to offer.

### **Eliminating discrimination:**

We are working proactively to eliminate discrimination, for example:

- by awareness raising and staff training;
- by keeping a watchful eye on the impact of policies;
- reviewing and adjusting policies;
- raising expectations;
- improving communication.

## **Eliminating harassment**

We are working proactively to eliminate harassment.

We will;

- raise awareness amongst staff and pupils of disability-related harassment;
- understand the nature and prevalence of bullying and harassment;
- recognise and address bullying and harassment;
- involve pupils themselves in combating bullying;
- ensure that disability-related harassment of disabled staff, parents, carers and other users of the school is identified and addressed.

## **Promoting positive attitudes**

We are working proactively to promote positive attitudes to disability, for example:

- by staff modelling respectful attitudes to disabled pupils, staff and parents;
- by ensuring representation of disabled people in senior positions in the school;
- through positive images in school books and other materials.

## **Encouraging participation in public life**

Disabled pupils, staff and parents are encouraged to participate in all aspects of school life by seeing:

- their disabled peers included and succeeding in the life of the school;
- disabled pupils, staff and parents are represented in senior, responsible and representative roles;
- positive images of disabled people participating.

Taking steps to meet disabled people's needs, even if this requires more favourable treatment.

We will ensure that the policies of the school and the climate of the school is designed to meet disabled pupils needs. We will give due consideration to the fact that in order to do this we may have to ensure that the disabled person receives more favourable treatment.

Steps may include:

- additional coaching or training for disabled pupils, staff or parents
- special facilities for disabled pupils at break times and lunchtimes

### **3: Making it happen**

#### **3.1: Implementation**

The Governors and Leadership team are aware of and have input into the schools accessibility plan. The plan will be revised on a regular basis, taking account of the needs of those pupils attending (or going to attend) the school. The actions in the scheme will be implemented within three years.

In order to effectively implement the scheme we will ensure that:

- the scheme is supported by a detailed action plan; and
- the action plan is incorporated into a framework that has the oversight of the governing body, and that progress is checked.

The action plan will show:

- clear allocation of lead responsibility;
- clear allocation of resources;
- an indication of expected outcomes or performance criteria;
- clear timescales;
- a specified date and process for review.

The scheme will be linked to both the full School Improvement Plan and the Accessibility Plan to ensure that the scheme is reviewed on a regular basis by the governing body.

#### **Evaluation**

We will evaluate the effectiveness of this scheme and reflect this evaluation in our discussions with:

- the school improvement partner
- Ofsted, when the school is inspected.

#### **3.2: Publication**

The school's scheme will be published:

- as a separate document
- as part of the equal opportunities policy and the school improvement plan.

And is available from the school office and the school website

The school will provide a copy to anyone asking for it.

This scheme was published in September 2010 and will be in operation until September 2013

### **3.3: Reporting**

We will report annually on:

- the progress we have made on our action plan
- the effect and impact of what we have done.

The report on the scheme will be:

- within the school prospectus where the school is required to report on its accessibility plan.

### **3.4: Reviewing and revising the scheme**

As part of the review of the scheme, we will:

- revisit the information that was used to identify the priorities for the scheme; and
- re-examine the information to see if actions that the school has taken have affected opportunities and outcomes for disabled pupils, staff and parents.

The review of the scheme will inform its revision: how the school sets new priorities and new action plans for the next scheme. This process will again:

- involve disabled pupils, staff and parents; and
- be based on information that the school has gathered.

We have aligned our accessibility plan and our disability equality scheme so that we produce a new scheme and plan at the same time.

**Policy adopted: September 2007**

**Reviewed: May 2010**



**Disability Equality scheme and Accessibility plan 2010 – 2013**

**Action plan – Sept 2012**

**This will form part of the School Improvement plan 2012/13**

<b>Priority</b>	<b>Action</b>	<b>Persons responsible</b>	<b>Monitoring/ Time</b>	<b>Resources/ Costing</b>	<b>Outcome/ Success criteria</b>
<p><i>Make improvements to the physical environment of the school.</i></p> <p>1. To improve the security of the grounds around the school</p> <p>2. Improve access for all stakeholders</p>	<ul style="list-style-type: none"> <li>Erect security fencing/gates to perimeter- back and front of school</li> <li>Erect fencing over garden gates (parent concerns)</li> <li>New front entrance and access ramp</li> <li>Curtain walling second phase</li> <li>Car park regeneration to include disabled space</li> </ul>	<p>HT and govts</p> <p>HT and govts</p> <p>Govs</p> <p>Area surveyor / govts</p> <p>Govs</p>	<p>2012/13 if funds allow. Asset management plan Summer 2012</p> <p>By Summer 2012</p> <p>By summer 2013</p> <p>By Summer 2014</p>	<p>Approx £18000 – match funding</p> <p>£3000 – option 1</p> <p>Dev cap funding + LA</p> <p>Approx £11000 from dev cap budget</p>	<p>Site secure, equipment protected</p> <p>Parents fears allayed</p> <p>Office more accessible and safer for staff</p> <p>Insulated building - safer</p>
<p><i>Increase access to the curriculum.</i></p> <p>3. To ensure all pupils have equal access to the curriculum</p>	<ul style="list-style-type: none"> <li>Use Childrens centre to support parents of children with SEND</li> <li>Identify and plan for vulnerable groups of children. Focussed skills based approach –</li> </ul>	<p>GO on Advisory board</p> <p>All staff</p>	<p>Ongoing. Reporting back to SENCO</p> <p>Autumn 2012. Tracking info</p>	<p>No cost</p> <p>TA support</p>	<p>Children reaching full potential</p> <p>All children's needs met. Progress monitored</p>

	ELS, Writedance, Reading partnership, positive play, phonics				
<p><i>Make written information available to pupils in a range of different ways.</i></p> <p>4. To improve communication for all stakeholders to ensure full inclusion</p>	<ul style="list-style-type: none"> <li>• Update school website</li> <li>• Update school community leaflet</li> <li>• Develop KLP for use by parents</li> <li>• Parent mail option for all stakeholders</li> <li>• Keep governor newsletter up to date</li> <li>• Parent friendly policies available on website</li> </ul>	<p>SBM and school clerk</p> <p>ICT co-ordinator</p> <p>Govs</p> <p>SBM</p>	<p>Ongoing</p> <p>Questionnaires and informal discussions</p>		<p>Effective written and electronic correspondence</p> <p>Clear information in prospectus and on website</p>